



UNIVERSITI PUTRA MALAYSIA

***WILLINGNESS TO COMMUNICATE, COMMUNICATION BEHAVIOUR,
AND ASSOCIATED VARIABLES AMONG ESL UNDERGRADUATES IN
MALAYSIA***

KHO AI SIOK

FBMK 2021 38



**WILLINGNESS TO COMMUNICATE, COMMUNICATION BEHAVIOUR,
AND ASSOCIATED VARIABLES AMONG ESL UNDERGRADUATES IN
MALAYSIA**

By

KHO AI SIOK

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

May 2021

COPYRIGHT

All material contained within the thesis, including without limitation text, logos, icons, photographs, and all other artwork, is copyright material of Universiti Putra Malaysia unless otherwise stated. Use may be made of any material contained within the thesis for non-commercial purposes from the copyright holder. Commercial use of material may only be made with the express, prior, written permission of Universiti Putra Malaysia.

Copyright © Universiti Putra Malaysia



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

**WILLINGNESS TO COMMUNICATE, COMMUNICATION BEHAVIOUR
AND ASSOCIATED VARIABLES AMONG ESL UNDERGRADUATES IN
MALAYSIA**

By

KHO AI SIOK

May 2021

Chairman : Associate Professor Chan Mei Yuit, PhD
Faculty : Modern Language and Communication

In Malaysia, Bahasa Melayu is the national language and is the main medium of instruction. English has the status of a second language. English is taught in primary and secondary schools as single subject and it is also taught at the university level. Despite so many research done in Malaysia, many students are still unable to communicate in English which leads to the risk of unemployment. The purpose of the study is to investigate the relationship among the independent variables (motivation, anxiety, language learning backgrounds), classroom communication, and willingness to communicate in English among ESL undergraduates in Malaysia as well as to obtain the perceptions of the students on their willingness to communicate and other factors (motivation, anxiety, language learning backgrounds) that contribute to their unwillingness to communicate in English. The research design for the study was a non-experimental study which was conducted in three phases, the survey, interviews, and observations. Questionnaire was distributed to 330 students from the convenience sampling of two Universities in the Northern region in West Malaysia. Thirty students from the survey were selected using convenience sampling for interview and classroom observation which were carried out for 8 weeks. The findings showed English proficiency turned out to be influencing students' willingness to communicate in the language. Motivation, anxiety, and English proficiency showed significant contributors to their willingness to communicate in English. The mentioned variables were the predictors to students' willingness to communicate in English. Communication behaviour was measured qualitatively in the classroom observation and interviews and the results showed students to have some differences. Interesting findings were found during observations and interviews that students were motivated to fight the feeling of fear (anxiety) in order to speak in English. Students were found to be speaking the language according to the environment and their surroundings in the classroom which showed slight changes in their willingness to communicate to compare to their self-report questionnaire.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**KESEDIAAN UNTUK BERKOMUNIKASI, KELAKUAN KOMUNIKASI, DAN
FAKTOR YANG BERKAITAN DI KALANGAN SISWAZAH ESL DI
MALAYSIA**

Oleh

KHO AI SIOK

Mei 2021

Pengerusi : Profesor Madya Chan Mei Yuit, PhD
Fakulti : Bahasa Moden dan Komunikasi

Di Malaysia, Bahasa Melayu adalah bahasa kebangsaan dan merupakan media pengajaran utama. Bahasa Inggeris mempunyai status bahasa kedua. Bahasa Inggeris diajar di sekolah rendah dan menengah sebagai subjek tunggal dan juga diajar di peringkat universiti. Banyak penyelidikan telah dikaji dalam bidang ini, tetapi masih terdapat ramai pelajar yang tidak dapat berkomunikasi dalam bahasa Inggeris dan ini telah membawa kepada risiko pelajar lepasan Universiti dalam pengangguran. Tujuan kajian adalah untuk mengkaji hubungan antara pemboleh ubah bebas (motivasi, kegelisahan, latar belakang pembelajaran bahasa), tingkah laku bilik kuliah dan kesediaan untuk berkomunikasi dalam bahasa Inggeris di kalangan pelajar sarjana ESL di Malaysia. Kajian ini juga bertujuan untuk mendapatkan persepsi pelajar terhadap kesediaan mereka untuk berkomunikasi dan faktor lain (motivasi, kegelisahan, latar belakang pembelajaran bahasa) yang menyumbang kepada keengganan mereka untuk berkomunikasi dalam bahasa Inggeris. Penyelidikan ini telah dijalankan dalam tiga fasa, iaitu tinjauan, temu bual, dan pemerhatian. Pertama, soal selidik diberikan kepada 330 orang pelajar universiti yang dipilih secara pensampelan mudah di negeri-negeri Utara di Malaysia. Dua buah universiti yang terpilih terdiri daripada bandar dan pinggir bandar. Selepas hasil soal selidik dikumpulkan, temu bual dan pemerhatian dijalankan dengan 30 pelajar yang dipilih secara pensampelan mudah, daripada kalangan pelajar yang telah menjawab soal selidik selama 8 minggu. Tingkah laku komunikasi dilakukan secara kualitatif dalam pemerhatian dalam kelas dan temu ramah, dan hasilnya menunjukkan pelajar mempunyai sedikit perbezaan. Penemuan menarik didapati semasa pemerhatian dan temu bual iaitu, terdapat segelintir pelajar yang terdorong untuk melawan perasaan takut (kegelisahan) untuk bertutur dalam bahasa Inggeris. Pelajar didapati bertutur bergantung kepada persekitaran dan persekitarannya di dalam bilik kuliah yang mampu menunjukkan sedikit perubahan dalam kesediaan mereka untuk berkomunikasi dalam Bahasa Inggeris apabila berbanding dengan laporan soal selidik mereka.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest praise and admiration to God, the most merciful, who has given me the strength faith, confidence, and patience to complete this research despite all the challenges faced.

I would like to take this opportunity to convey my special thanks to the Chair of my supervisory committee, Associate Professor Dr Chan Mei Yuit for her invaluable guidance, feedback, and suggestions over the course of my Ph.D journey. Her incredible enthusiasm, insightful criticism and keen eye for detail have been a source of energy without which this work would not be the same.

In addition, I would also like to take this opportunity to say thank you to my committee members, Associate Professor Dr Sabariah bt Md Rashid and Dr Ilyana bt Jalaluddin for their comments, guidance, and suggestions.

I owe my deepest gratitude to Professor Dr Shameem Rafik-Galea, my initial chair of the supervisory committee before her retirement, who nurtured and guided me when I was lost and for consistently providing me with the encouragement to complete my Ph.D. Her talent, diverse background, interest, teaching and research style have provided me an exceptional opportunity to learn. I would not have been where I am now if not for her.

Finally, I would like to offer my special gratitude to my family, especially my two lovely sweet children, Yumi and YongJun, who have never given up on me and supported me to the end since they were very young when I first started this Ph.D journey. My upmost gratitude to my dearest sister who is from Australia supported me to the many discussions that we had about my work. To my parents who have supported me to the finishing line and have been always my great supporters. Last but not least, special thank you to Todd Lumley, for all his love and support.

This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Chan Mei Yuit, PhD

Associate Professor
Faculty of Modern Languages and Communication
Universiti Putra Malaysia
(Chairman)

Sabariah binti MD Rashid, PhD

Associate Professor
Faculty of Modern Languages and Communication
Universiti Putra Malaysia
(Member)

Ilyana binti Jalaluddin, PhD

Senior Lecturer
Faculty of Modern Languages and Communication
Universiti Putra Malaysia
(Member)

Shameem binti Mohamed Rafik Khan @ Shameem Rafik-Galea, PhD

Professor
Faculty of Education, Languages, and Psychology
SEGI University
Malaysia
(Member)

ZALILAH MOHD SHARIFF, PhD

Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 09 December 2021

TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENTS	iii
APPROVAL	iv
DECLARATION	vi
LIST OF TABLES	xi
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
LIST OF ABBREVIATIONS	xvi
CHAPTER	
1 INTRODUCTION	1
1.1 Overview	1
1.2 Background of the Study	1
1.3 Variables in the study	2
1.4 Problem statement	4
1.5 Purpose	6
1.6 Objectives	6
1.7 Research questions	6
1.8 Conceptual framework	7
1.9 Study scope	9
1.10 Significance of the study	9
1.11 Definition of terms	10
1.12 Structure of the Thesis	11
2 LITERATURE REVIEW	13
2.1 Overview	13
2.2 Theoretical discussion	13
2.3 Willingness to Communicate (WTC) and the model	17
2.4 Past studies discussion	19
2.4.1 Motivation and Willingness to Communicate	20
2.4.2 Anxiety and Willingness to communicate	21
2.4.3 Communication behaviour and Willingness to communicate	23
2.4.4 Language learning background and Willingness to communicate	24
2.4.5 Inerrelationship among variables	25
2.5 Summary	27
3 METHODOLOGY	35
3.1 Overview	35
3.2 Research design	35
3.3 Research procedure	35
3.4 Data Collection	38

3.4.1	Research Settings	38
3.4.2	Sample of population	38
3.4.3	Instruments	42
3.4.3.1	Questionnaire	42
3.4.3.2	Interview	43
3.4.3.3	Classroom observation	44
3.4.4	Procedure	47
3.5	Pilot Study	48
3.6	Data analysis	51
3.7	Summary	56
4	RESULTS AND DISCUSSION	57
4.1	Overview	57
4.2	Background information	57
4.3	Exploratory data analysis	58
4.3.1	Internal reliability	58
4.3.2	Normality of distribution	58
4.3.3	Outliers	61
4.4	RQ1: Differences in motivation, anxiety, language learning backgrounds, observed classroom communication, and willingness to communicate	61
4.4.1	Language Learning Backgrounds	61
4.4.1.1	English proficiency	62
4.4.1.2	Home language	62
4.4.1.3	Source of influence	63
4.4.1.4	School attended	63
4.4.1.5	Location of secondary school attended	64
4.4.1.6	Interview and classroom observation subjects	65
4.4.2	Motivation, anxiety, willingness to communicate, and observed classroom communication behaviour levels	66
4.4.3	Differences in students' motivation, anxiety, and willingness to communicate across language learning backgrounds	67
4.4.3.1	Influence of English proficiency on students' motivation, anxiety, willingness to communicate, and observed communication behaviour	68
4.4.3.2	Influence of Language Learning Backgrounds on Motivation	71
4.4.3.3	Influence of language learning backgrounds on WTC	74
4.4.4	Influence of language learning backgrounds on communication behaviour	76
4.5	RQ2: Relationship in motivation, anxiety, language learning backgrounds, observed classroom communication, and willingness to communicate	77
4.5.1	Correlation between the variables and WTC	78

4.5.2	Comparisons between WTC and communication behavior	80
4.6	RQ3: Factors that predict willingness to communicate	81
4.7	RQ4: Students' perceptions towards willingness to communicate	87
4.7.1	Students' perception of their willingness to communicate in English	87
4.7.1.1	Unwillingness to communicate in English	87
4.7.1.2	Communicating in English with strangers or acquaintances	88
4.7.1.3	Communicating in English with friends	88
4.7.1.4	Communicating in English via gadgets	89
4.7.1.5	Communicating in English through learning skills	89
4.7.2	Students' anxiety in their willingness to communicate in English	90
4.7.2.1	Anxiety towards Grammar	90
4.7.2.2	Anxiety and competence	91
4.7.2.3	Negative experience	91
4.7.3	Students' motivation in their willingness to communicate in English	92
4.7.3.1	Motivation and background	92
4.7.3.2	Motivation and praises	92
4.8	Summary	93
5	DISCUSSION AND CONCLUSION	94
5.1	Overview	94
5.2	RQ1: Differences in motivation, anxiety, language learning backgrounds, observed classroom communication, and willingness to communicate	94
5.3	RQ2: Relationship in motivation, anxiety, language learning backgrounds, observed classroom communication, and willingness to communicate	95
5.4	RQ3: Factors that predict willingness to communicate	96
5.5	RQ4: Students' perceptions towards willingness to communicate	97
5.6	Incidental findings	99
5.7	Contributions	100
5.8	Implications	102
5.9	Limitations of the Study and suggestions for future research	103
5.10	Conclusion	104
	REFERENCES	106
	APPENDICES	115
	BIODATA OF STUDENT	138
	PUBLICATION	139

LIST OF TABLES

Table		Page
2.1	Summary of past studies	28
3.1	Classroom observation categories	46
3.2	Internal Consistency of Variables	49
3.3	Comparisons between WTC Questionnaire and the communication behaviour	50
3.4	Relationship between WTC and classroom observation	50
3.5	Summary of data collection and analysis procedures	54
3.6	Checklist for trustworthiness	55
4.1	General demographic information	57
4.2	Internal reliability	58
4.3	Normality of distribution	59
4.4	English proficiency	62
4.5	Home language	62
4.6	Influence for learning English	63
4.7	Type of school in primary education	64
4.8	Type of school in secondary education	64
4.9	Location of secondary school attended	65
4.10	Interview and classroom observation subjects	65
4.11	Descriptive statistics for motivation, anxiety and willingness to communicate	66
4.12	Descriptive statistics for communication behaviour and willingness to communicate	67
4.13	Descriptive statistics for anxiety in terms of language learning backgrounds	68

4.14	Tests of between-subjects effects for anxiety in terms of language learning backgrounds	69
4.15	Tukey's Post-hoc comparisons of anxiety mean differences between English proficiency categories	69
4.16	Tukey's Post-hoc comparisons of anxiety mean differences between types of secondary schools	70
4.17	Comparison of students' anxiety in terms of location and source of influence for learning English	71
4.18	Descriptive statistics for motivation in terms of language learning backgrounds	71
4.19	Tests of between-subjects effects for motivation in terms of language learning backgrounds	72
4.20	Tukey's Post-hoc comparisons of motivation mean differences across English proficiency categories	73
4.21	Comparison of students' motivation in terms of location and source of influence for learning English	73
4.22	Descriptive statistics for WTC in terms of language learning backgrounds	74
4.23	Tests of between-subjects effects for WTC in terms of language learning backgrounds	75
4.24	Tukey's Post-hoc comparisons of WTC mean differences across English proficiency categories	75
4.25	Comparison of students' WTC in terms of location and source of influence for learning English	76
4.26	Observed classroom communication behaviour and language learning background variables	77
4.27	Post-hoc Dunn's test summary result of mean difference of observed classroom behaviour between English proficiency groups	77
4.28	Correlation between the variables and WTC	78
4.29	Correlation between WTC and observed communication behaviour	79
4.30	Average score between WTC and observed communication behaviour	80
4.31	Collinearity statistics	82

4.32	Model Summary	83
4.33	ANOVA results for testing the null hypothesis	84
4.34	Coefficients and beta weights	84
5.1	Guideline for suggested activities for variables correlating to WTC	103
5.2	Guidelines for suggested activities for variables not correlating to WTC	103



LIST OF FIGURES

Figure	Page
1.1 Conceptual framework	8
2.1 Theoretical framework	16
2.2 L2 Willingness to Communicate (WTC) Heuristic Pyramid Model	19
3.1 Summary of Research Design	37
3.2 Sampling procedure	41
3.3 Research procedure of current study	56
4.1 Normal P-P plot of regression standardized residual	82
4.2 Scatterplot	83
4.3 Summary of correlation analysis	86
5.1 Contributions to the theories	101

LIST OF APPENDICES

Appendix		Page
A	In-Class Presentation Scripts	115
B	Survey Instrument	116
C	Classroom Observation Table	123
D	Interview Questions	124
E	Informed Consent Statement	127
F	Levene's tests of equality of error variances	129
G	Summary of observation according to categories	133
H	Categorizing data from Interview	134
I	Average for WTC and classroom observation	136

LIST OF ABBREVIATIONS

WTC	Willingness to Communicate
L2	Second language
ESL	English as Second Language
SLA	Second Language Acquisition
L1	First language
AMTB	Attitude/Motivation Test Battery
PI	Philosophical Inquiry
ProTEFL	Proficiency Test of English as a Foreign Language
WTC-FLS	Willingness to Communicate in a Foreign Language Scale
EGA	Ethnic group Affiliation
HOT	Higher Order Thinking
MUET	Malaysian University English Test
IPTA	Institut Pengajian Tinggi Awam
MLR	Multiple Linear Regression
ANOVA	Analysis of Variance
MSQL	Motivated Strategies learning Questionnaire
DLP	Dual Language Program
CEFR	Common European Framework of Reference in English
MOE	Ministry of Education (Malaysia)

CHAPTER 1

INTRODUCTION

1.1 Overview

This chapter begins with a brief overview of the research and the background of the study. It continues with a critical review of the Willingness to Communicate (WTC) questionnaire and classroom observation among English as Second Language (ESL) undergraduate students in Malaysia. This is followed by a discussion of the problem statement, objectives, research aims, as well as the conceptual and theoretical frameworks. Finally, the significance, limitations, as well as definition of terms are presented and discussed.

1.2 Background of the Study

Malaysia is a diverse multicultural, multilingual country consisting of predominantly three major ethnic groups: Malay, Chinese and Indian, including the indigenous people with diverse cultural backgrounds. English was made a second language with the implementation of the National Language policy in 1970. The medium of instruction in all national type schools is Bahasa Malaysia (Malay). However, the mediums of instruction in vernacular schools (Chinese and Tamil medium schools) are Mandarin and Tamil respectively. Bahasa Malaysia and English must be taught as compulsory subjects. Malaysian students from different backgrounds and all walks of life speak in English with varying proficiency levels and command of the English language. Urban Malaysian students have a better mastery of the English language. Nevertheless, a large majority of Malaysian students struggle with the English language which poses a challenge for English language teachers as English is taught as a single subject in the school system.

English is taught in schools as a foreign language. It is still a major part of the country's written and spoken language because the country was formerly ruled by the British colony (Pillai & Ong, 2018). Children started learning English for six years in the primary level and five years in the secondary level, but students are still unable to communicate in English due to the lack of supportive environment in using English. This is a common scenario from the time the students learned English for schooling days until the tertiary level.

Recent trends in the research on communication methods in second language (L2) pedagogy have emphasised the importance of cultivating communication competence in L2 students (Pavlenko & Lantolf, 2000). Having said that, these methods have been carried out in classroom interaction activities based on the fact that L2 students' communication competence is developed through the exchange of information (Long, 1996), which is also supported by Ellis (2008). Long (1996) stated that the development

of language proficiency is promoted by face-to-face interaction and communication, which provides students with ways in interpreting in the physical and social world (Vygotsky, 1978).

Nonetheless, if the students are placed in an environment, in which English is the only language, and if the students are not willing to speak in the language due to anxiety, interaction will not happen. In order for the interaction to take place, Willingness to Communicate must come first. Interaction is important for L2 students to acquire a new language, in this case, English. Therefore, it is pertinent for the students to be willing to speak in English to ensure that interaction will take place. Additionally, students may be affected in their Willingness to Communicate due to their different language learning backgrounds. Language learning background factors affecting students' WTC have raised questions on ways to make the students feel comfortable to communicate in English because students are able to select, create and manage their environment in learning (Zimmerman, 1986).

1.3 Variables in the study

The current study is focused on the students' willingness to speak in English when they have the opportunity and the factors that affect their willingness to speak. The Willingness to Communicate (WTC) model is defined as "a readiness to go into discourse at a specific time with a particular individual or people by using L2" (McIntyre, Clement, Dornyei, & Noels, 1998, p. 547). It integrates psychological, linguistic and communication variables (McIntyre, Clement, Dornyei, & Noels, 1998). In the current study, this readiness is affected by many factors listed as follows: motivation, anxiety, communication behaviour, and students' language learning background which will be discussed later.

Willingness to Communicate (WTC) was well known as a stable and trait-like communicative tendency. It is defined as the possibility of joining the conversation when one is free to choose (McCroskey & Baer, 1985). It is of unique significance in revealing the students' communication behaviour and promoting communication engagement in class. MacIntyre, Clement, Dornyei, and Noels (1998) have recommended that a right goal for L2 education is to create the Willingness to Communicate within the language learning process to ensure that the students are motivated in searching for communication opportunities. Kang (2005) mentioned that the possibilities that students' WTC may be created is when the surrounding is secure to initiate a conversation. The students with a better Willingness to Communicate are more likely to participate in genuine conversation that may contribute to their successful second language acquisition (SLA). For instance, when the student feels comfortable with his or her surrounding or environment, he or she will be more willing to speak when compared to putting him or her in an uncomfortable environment (Morrice, Tip, Collyer & Brown, 2019; Nakata, 2006; Zhang, Beckmann, & Beckmann, 2018). This is discussed in detail in Chapter 2. In contrast, a question then arises whether the students from different language learning background are similar in creating WTC according to the environment that is examined in this study.

The current study also emphasises on communication behaviour which is another crucial variable. The WTC model established by MacIntyre, Clement, Dornyei, and Noels (1998) stops at Willingness to Communicate as the final dependent variable. The current study believes that communication behaviour can be an extension by connecting the WTC to actual communication behaviour in the classroom. WTC allows a person to communicate with another person when he or she is free to do so (Cao, 2014). One qualitative study was done in 2019 by Syed, Kuzborska and Tarnopolsky with six postgraduate students through a classroom observation. The data were collected from diaries, stimulated recalls and biographic questionnaires. The results turned out to show that motivation was one strong factor in the students' Willingness to Communicate in the classroom which was shown in students' behaviours during classroom observation. Another same qualitative study conducted by Saadat and Mukundan (2019) investigated eight postgraduate students studying in Malaysia. The findings displayed that students faced low level of Willingness to Communicate due to rare exposure upon arrival to Malaysia. On a contrary, knowing it was crucial for them to communicate in the language, they gradually changed their behaviour and became motivated after some time. Students in the current study are observed and the data are quantified in order to examine if their communication behaviour is able to signify their Willingness to Communicate.

Moreover, motivation and anxiety have been chosen in the current study because they are being identified as main factors among students associated with their Willingness to Communicate. Motivation and anxiety are widely researched in Western countries (Altiner, 2018; Choi, 2021; Fadilah, 2018; Hodis & Hodis, 2021; Khosravani, Khoshima, & Mohamadian, 2020; Kruk, 2021); therefore, the current study attempts to investigate whether motivation and anxiety are able to contribute to willingness to communication in Malaysia context.

Lastly, the language learning background variables can contribute to an understanding of students' Willingness to Communicate in English because the language learning background of the students plays a vital role in affecting their WTC. This notion is supported by the theory of social constructivism which asserts that knowledge is constructed socially and is employed in this research (Lemke, 2001). In other words, the students' language learning backgrounds (English proficiency, types of primary and secondary schools, location of secondary school, sources of influence, as well as home language) in this study is a very imperative variable in WTC research because language learning can affect students' Willingness to Communicate orally in English. Previous studies (Bernaus, Masgoret, Gardner & Reyes, 2004; Lee, 2018) noted that the cultural and social background had a great impact on motivation or anxiety to the students to communicate in English, which revealed the inconsistencies in the Malaysia context. Hence, the current study highlights on the mentioned language learning background variables to cater to the main issue in the investigation, which is WTC.

1.4 Problem statement

For many years, WTC has drawn from interest in SLA and there have been a number of studies which gave emphasis on establishing factors affecting WTC. MacIntyre, Clément, Dörnyei, and Noels (1998) develops a heuristic WTC model that captures the complexity of conversation in a second language. A variety of direct and indirect variables are studied in predicting WTC. The variables in the studies are motivation (Altiner, 2018; MacIntyre, Baker, Clément, & Donovan, 2003) and communication anxiety (Baker & MacIntyre, 2000; Clement, Baker, & MacIntyre, 2003). There are also studies that have illustrated that the students' conversation anxiety is related to their WTC in a second language (Clement, Baker & MacIntyre, 2003; Baker & Sangiamchit, 2019; Dewaele, 2019; Hashimoto, 2002; Liu, 2018; Yashima, 2002). The current study intends to add to the contribution to the model by using classroom observation as a variable. This approach is done to investigate communication behaviour both qualitatively and quantitatively in order to be an extension to the WTC model which focuses on WTC as suggested by MacIntyre (1998). Language learning background is also analysed due to the inconsistencies findings of cultural backgrounds found in past studies (Freiermuth & Ito, 2020; Kamarudin, Malek, Mohamed, & Ayub, 2021; Saidi, 2020).

In addition, there is a dearth of empirical research on WTC in the Malaysian ESL context. In Malaysia, motivation has been studied (Du & Jackson, 2018; Rayah, Jafre, Husain, & Nawawi, 2018; Saidi, 2018; Saidi, 2020; Tan, Abdullah, Abdullah, Ahmad, Phairot, Jawas, & Liskinasih, 2020) no matter how limited because motivation affects students in both situational and self-report survey. As different groups of students have distinct characteristics and learning environments, it is fundamental to determine whether motivation is one of the factors that affects the Willingness to Communicate in English among Malaysian undergraduates. It is the interest in this study to examine how the students' anxiety affects them both quantitatively and qualitatively. Research has illustrated a direct and indirect relationship between WTC and anxiety. Limited studies in Malaysia (Kamarudin, Malek, Mohamed, & Ayub, 2021; Tan, Abdullah, Abdullah, Ahmad, Phairot, Jawas, & Liskinasih, 2020) were centred on the direct relation among the students' WTC and their anxiety towards a global network within the English as a foreign language (EFL) context. The current study is intended to fill the above mentioned gap by investigating this independent variable in predicting WTC in the Malaysian context in both the self-report survey and communication behaviour in the classroom.

Furthermore, the language learning background factor of the students is considered vital in the current study because their language learning backgrounds is able to contribute towards their WTC in English (Dörnyei, 2002). It was found that personal background and situational factors were among the contributors in students' WTC in Vietnam (Le & Huong, 2019). The result, on the other hand, showed that only English proficiency contributed to students' Willingness to Communicate in English. Another study done in Malaysia by Abd Razak, Nimehchisalem and Abdullah (2018), which investigated ethnicity and Willingness to Communicate revealed that there was a weak and negative relationship between the two variables. Their findings illustrated that WTC was inconsistent due to cultural background. Thus, the findings have shed the light to focus

more in students' language learning background. This is because no studies took the initiative to analyse language learning background. Henceforth, the current study takes the interest in investigating this variable in contributing to the WTC among students in the Malaysia context. The current study addresses these factors and investigates the relationships between language learning background and other mentioned variables which can affect students' WTC. Reasons for adding in these selected variables were also considering the language backgrounds of the students, such as, the language they speak at home would be a reason they feel anxiety towards speaking in English; source of influence would be the language in the media which they are comfortable in which would cause their motivation in speaking English; location of secondary school would show their background the area they are living in which showed their background of language they use in the area. This current study used as much variables to be able to get more concrete findings of students' WTC in English.

The Willingness to Communicate theory as established by MacIntyre, Clement, Dornyei, and Noels (1998) encompasses the Willingness to Communicate as a construct with all possible variables that would contribute to a student's Willingness to Communicate in L2. However, the model stops at Willingness to Communicate as the final dependent variable. A WTC classroom observation is carried out in the classroom, in which the students communicate according to situations and the environment. MacIntyre (2007) has called for future research to investigate the "momentary restraining forces that come into play when a speaker chooses whether to initiate communication or not" (p. 572). In other words, investigations into observation and questionnaire WTC are required for research to progress. Cao (2014) also argued that WTC allows a person to communicate with another person when he or she is free to do so. Nonetheless, a student will be obliged to give his or her responses to his or her teacher in class when being asked even if he or she is not willing to do so. The studies (Kruk, 2019; Zhang, Beckmann & Beckmann 2019; Chichon 2019) were mostly qualitatively investigated if any was done. Investigation into the connection between Willingness to Communicate and communication behaviour is essential in order to understand the extent to which Willingness to Communicate is congruent with communication behaviour quantitatively. Without investigating this relationship between the WTC and communication behaviour, the assumption in the existing model takes for granted that WTC would automatically translate to communication behaviour, and so far, the evidence, if any, is weak (Cao, 2014; Cao & Philp, 2006; Peng, 2019).

The study focuses on interrelationship for all the targeted variables because it is a concern to the nation as to why the graduates are unable to converse in English to get hired. Limited studies (Lo, 2018; Saidi, 2020; Zulkepli, Madzlan, Kesevan, Tajuddin, & Zulkepi, 2020) were carried out in the Malaysia context to investigate the factors causing students' unwillingness to communicate in English when given the opportunity. As a result, there is a need to examine the variables targeted with three different methods to obtain better insights about the factors contributing to their unwillingness to communicate in English.

1.5 Purpose

For these reasons, the primary purpose of the present study is to investigate the relationship among willingness to communicate in English, communication behaviour, motivation, anxiety, and language learning background variables among ESL undergraduates in Malaysia. This study also aims to obtain the perceptions of the students on their willingness to communicate and other factors (motivation, anxiety, language learning backgrounds) that contribute to their unwillingness to communicate in English.

1.6 Objectives

The study is an extension of the willingness to communicate (WTC) model of MacIntyre et al. (1998) to examine the extent to which WTC predicts communication behaviour in the classroom, as well as the relationship between the study variables among the Malaysian ESL undergraduates. The study would provide insights into the WTC profile of Malaysian University students' English learning in the ESL context. This takes into account the students' language learning background factors (English proficiency, home language, source of influence, primary and secondary schools, and location of secondary schools), social psychological factors (motivation and anxiety), and their actual communication behaviour.

For these mentioned specific purposes, the specific objectives of the study are to:

1. Identify differences in motivation, anxiety, WTC, and observed classroom communication behaviour in English among Malaysian ESL university students' from different language learning backgrounds.
2. Examine the relationship among motivation, anxiety, language learning backgrounds, observed classroom behaviour, and WTC in English among Malaysian ESL university students
3. Investigate if the independent variables are able to predict WTC among the students
4. Investigate students' perceptions of their WTC in English and associated variables

1.7 Research questions

The present study is conducted to answer the following research questions:

1. What are the differences in motivation, anxiety, WTC, and observed classroom communication behaviour in English among Malaysian ESL university students' from different language learning backgrounds?

- a) What are the levels of students' motivation, anxiety, WTC, and observed classroom communication behaviour in English?
 - b) Are there mean differences in motivation, anxiety, WTC, and observed classroom communication behaviour in English between students across English language proficiency, home language, type of school attended, source of influence for learning English, and location of secondary school attended.
2. To what extent do motivation, anxiety, classroom communication behaviour, and language learning background relate to WTC among students?
 3. To what extent do the independent variables (motivation, anxiety, English language proficiency, home language, type of school attended, source of influence for learning English, and location of secondary school attended) predict WTC among students?
 4. How do students perceive their own WTC in English and the factors affecting their WTC?

1.8 Conceptual framework

The conceptual framework is drawn from the objectives and research questions and demonstrates the relationship between the Independent Variables (IV) and the Dependent Variables (DV). The conceptual framework is shown in Figure 1.1. Figure 1.1 presents the relationships between the independent variables (motivation, anxiety and language learning backgrounds) and WTC, as well as which independent variables mentioned are able to predict WTC. On top of that, to extend the heuristic model of WTC, WTC is compared with quantified communication behaviour to investigate if WTC is able to predict communication behaviour.

The conceptual framework illustrates the three theories, in which the study adopts for the current investigation. IV, namely, motivation, anxiety and language learning backgrounds are derived from the theory of self-determination (STD) by Zimmerman (1986). DV, which is communication behaviour is derived from the theory of constructivism by Vygotsky (1978), and WTC is from the WTC heuristic model by MacIntyre et al. (1998). All these theories are discussed in Chapter 2 in a detailed manner.

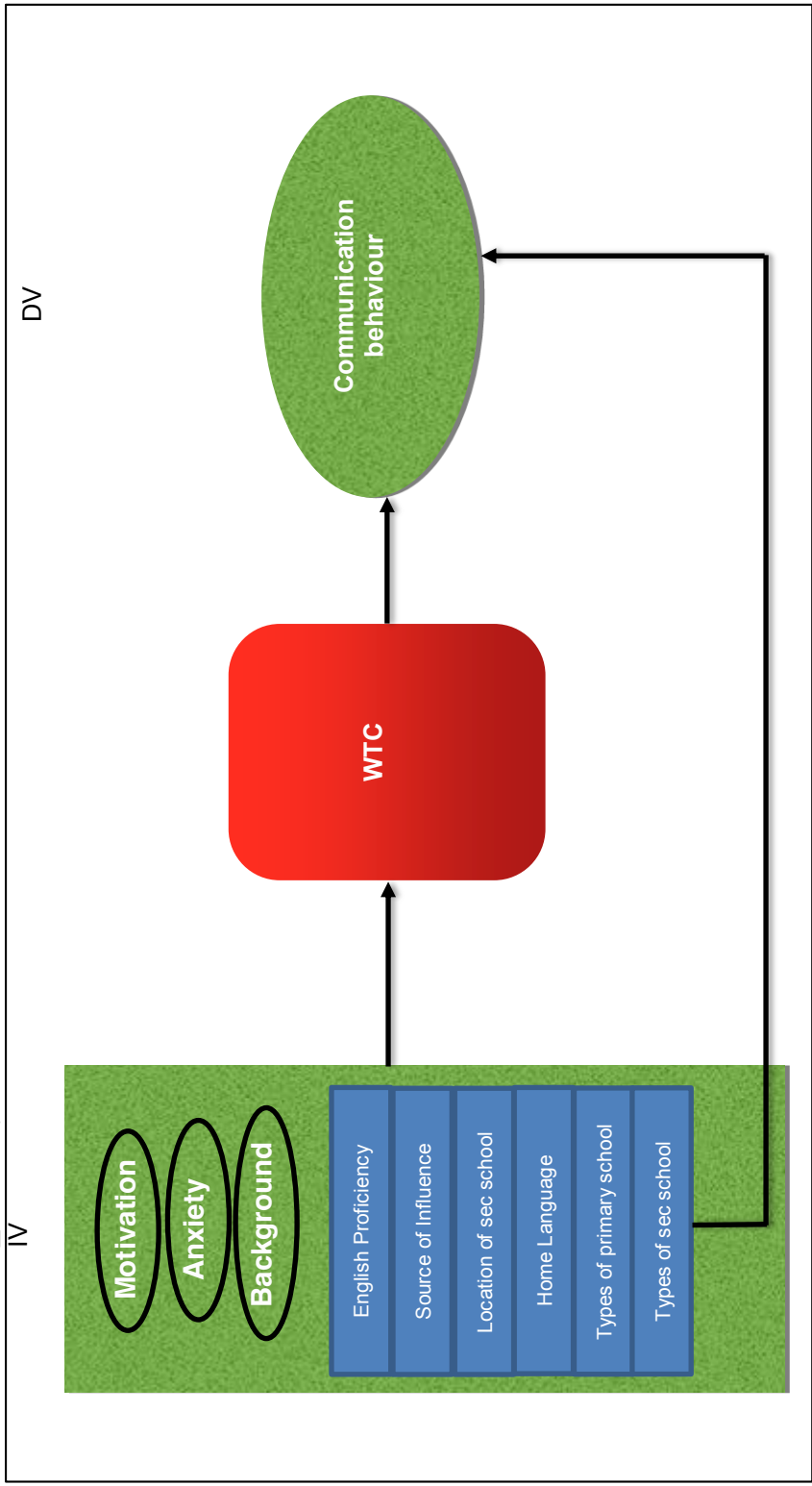


Figure 1.1 : Conceptual framework

1.9 Study scope

This study was carried out in two universities in the Northern parts of Malaysia; hence, the research findings could not be generalised. The rationale for the selection of the universities was due to the fact that qualitative approach was added into the research in order to ease accessibility for the students. The selection of universities was theoretically justified, in which it was mentioned by Zimmerman (1986) that in order for the students to have an active behaviour, they would have the ability to select, create, as well as manage their environment in learning, particularly communicating in English in the current study. This is because students would feel comfortable in the environment in hope to increase their determination in communicating in English with others without feeling fear. In the current study, the universities were selected from the urban and rural (suburban) areas to obtain better insights in the real situation, as well as to contribute to the heuristic WTC model which stopped at WTC for analysis.

The sample size used in the current study was not able to generalise the findings. The sample size was selected through convenience sampling from both the universities because of the location and the ability to be near the subjects.

The study included variables (motivation, anxiety and language learning backgrounds) because of the gaps mentioned in Chapter 2 with updated literature review (see Chapter 2).

1.10 Significance of the study

The current study will shed light in providing information to improve the quality of communicating in English. There are essential areas, in which this study is beneficial for L2 students.

Firstly, the current study will provide insights into the WTC profile of Malaysian university students' English learning in an ESL context, and that takes into account their language learning background factors, social psychological factors, such as motivation and anxiety, as well as their actual communication behaviour. Consequently, the findings of the current study will provide insights for better understanding of L2 learning and communication.

It is important to identify the students' weaknesses in the learning of the language in order to provide necessary intervention for them to improve. Since learning has become a one-to-one basis according to the government blueprint of education, it is crucial to determine the factors that cause the problem. It is also vital to determine the factors to ensure that the reasons for the students' unwillingness to communicate in English are discovered.

The findings of this study would reveal a deeper need to improve the practice in education in several ways. The targeted variables, such as motivation, anxiety, communication behaviour, and different language learning backgrounds would have an impact on the students' success. Understanding these variables could be very beneficial to students, instructors, lecturers, and academic advisors. The knowledge would offer better understanding for lecturers and students who are able to leverage their strengths and also, to strengthen their weaknesses.

1.11 Definition of terms

Prior to reviewing the related literature in the next chapter, the key words related to the study are defined both conceptually and operationally.

1.11.1 Motivation in second language learning

Oxford and Shearin (1994) states that motivation is a wish to accomplish a goal combined with the power to work toward that goal.

1.11.2 Anxiety in second language learning

Anxiety is closely related to the feeling of tension, apprehension, nervousness, and worries which are associated with an arousal of the autonomic nervous system (Horwitz, Horwitz, Cope, 1986).

1.11.3 Willingness to communicate in second language learning

According to McIntyre, Clement, Dornyei & Noels (1998, p.547), it is the "readiness to enter into discourse at a particular time with a specific person or persons using a L2".

1.11.4 Communication behaviour

Communicative behaviours is defined as a psychological construct which influences individual differences in the expression of feelings, needs, and thoughts as a substitute for more direct and open communication. Specifically, it refers to people's tendency to express feelings, needs, and thoughts by means of indirect messages and behavioral impacts (Ivanov, Werner 2010).

1.11.5 English proficiency second language learning

Being proficient in L2 in English means to be able to be a competent communicator or a speaker, by knowing the formal rules of language and social conventions of the language use (Castillo et al., 2014).

1.11.6 Language leaning background

The background where the language is developed and transmit in the culture as well as to communicate within the culture (Kramsch,1993).

1.12 Structure of the Thesis

This thesis comprises five chapters. The present introductory chapter has presented a brief overview of the research and the statement of the problem. It has then introduced the background of the study, providing an overview of language policy and English education in Malaysia. Research questions, the significance of the study, the organisation of the thesis, and theoretical foundation of the study with which we are concerned have also been included in this chapter.

Chapter 2 is a literature review chapter. It reviews the literature related to the variables concerned in this study. It first reviews the motivation in L2 learning with subs of integrative motivation and second language acquisition, previous studies on second language learning outside and in Malaysia as well as the issues on second language learning motivation. The first variable is the motivation in second language learning, consisting the previous studies, strategies in motivation and issues concerning motivation. The anxiety in second language learning will also be looked into in the literature reviews by giving the details on previous studies. The next variable to be looked into in this literature reviews is the relationship between motivation and anxiety in second language learning, which comprises of studies done in Asia as well as Malaysia. The final variable in the literature review is the willingness of communication in English where this study will look into the previous studies concerning it in Malaysia, including the Communication behaviour in the classroom context.

Chapter 3 introduces the methodology design of the study. It firstly introduces the methodological philosophy of the study, and the characteristics of the quantitative and qualitative research which justify the adoption of a mixed method in this study. Next it describes the research questions, subjects, instruments, pilot study, data collection procedures, and data analysis used in this study. Finally, it presents the measures taken to guarantee the trustworthiness of the study results.

Chapters 4 present the results of the study. These three chapters report the findings obtained from the questionnaire surveys, classroom observations, and semi-structured interviews that were used, concerning WTC in English, communication behaviour, motivation, anxiety, and language learning background variables among ESL undergraduates in Malaysia. The findings of the variables among these participants are captured in this chapter. They provide a general understanding of the development of the relationship between WTC in English, communication behaviour, motivation, anxiety, and language learning background variables among ESL undergraduates in Malaysia. in learning English in their first and second year of study in students' universities.

Chapter 5 offers an overall discussion of the results presented in Chapters 4 and conclusion of the study. It first highlights the theoretical contributions and pedagogical implications of this study. It then notes the limitations of the study and provides some recommendations for future research.

REFERENCES

- Abd Razak, F. N., Nimehchisalem, V., & Abdullah, A. N. (2018). The relationship between ethnic group affiliation (EGA) and willingness to communicate (WTC) in English among undergraduates in a public university in Malaysia. *International Journal of Applied Linguistics and English Literature*, 7(6), 207-213.
- Aggarwal, V., Gupta, V., Singh, P., Sharma, K., & Sharma, N. (2019). Detection of spatial outlier by using improved Z-score test. In *2019 3rd International Conference on Trends in Electronics and Informatics (ICOEI)* (pp. 788-790). IEEE.
- Altiner, C. (2018). Turkish EFL Learners' Willingness to Communicate in L2 and Motivation. *Journal of Education and Training Studies*, 6(n11a), 181-185.
- Ayedoun, E., Hayashi, Y., & Seta, K. (2019). Adding communicative and affective strategies to an embodied conversational agent to enhance second language learners' willingness to communicate. *International Journal of Artificial Intelligence in Education*, 29(1), 29-57.
- Baker, S. C., & MacIntyre, P. D. (2000). The role of gender and immersion in communication and second language orientations. *Language learning*, 50(2), 311-341.
- Baker, W., & Sangiamchit, C. (2019). Transcultural communication: Language, communication and culture through English as a lingua franca in a social network community. *Language and Intercultural Communication*.
- Barkoukis, V., Tsorbatzoudis, H., Grouios, G., & Sideridis, G. (2008). The assessment of intrinsic and extrinsic motivation and amotivation: Validity and reliability of the Greek version of the Academic Motivation Scale. *Assessment in Education: Principles, Policy & Practice*, 15(1), 39 - 55.
- Bernard, R. W. (2000). Reflecting on commentary: Mind, intellect, and a use of language. *Sustained content teaching in academic ESL/EFL*, 200-215.
- Bernaus, Mercè, et al. "Motivation and attitudes towards learning languages in multicultural classrooms." *International Journal of Multilingualism* 1.2 (2004): 75-89.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Brown, H. (2000). *Principles of language learning and teaching*. New Jersey: Prentice Hall.

- Cao, Y., & Philp, J. (2006). Interactional context and willingness to communicate: A comparison of behavior in whole class, group and dyadic interaction. *System*, 34(4), 480-493.
- Cao, Y. (2009). An ecological view of situational willingness to communicate in a second language classroom. In H. Chen & K. Cruickshank (Eds.), *Making a difference: Challenges for applied linguistics* (pp. 199–218). Newcastle-upon-Tyne, England: Cambridge Scholars Press.
- Cao, Y. (2014). A sociocognitive perspective on second language classroom willingness to communicate. *TESOL Quarterly*, 48, 789–814. doi:10.1002/tesq.155
- Chichon, J. (2019). Factors influencing overseas learners' Willingness to Communicate (WTC) on a pre-sessional programme at a UK university. *Journal of English for Academic Purposes*, 39, 87-96.
- Choi, J. (2021). Structural Equation Modeling of Korean Secondary and College Students' Willingness to Communicate in English. *현대영어교육*, 22(1), 1-10.
- Clément, R., Baker, S. C., & MacIntyre, P. D. (2003). Willingness to communicate in a second language: The effects of context, norms, and vitality. *Journal of language and social psychology*, 22(2), 190-209.
- Collado, A., Castillo, S. D., Maero, F., Lejuez, C. W., & MacPherson, L. (2014). Pilot of the brief behavioral activation treatment for depression in Latinos with limited English proficiency: Preliminary evaluation of efficacy and acceptability. *Behavior therapy*, 45(1), 102-115.
- Du, X., & Jackson, J. (2018). From EFL to EMI: The evolving English learning motivation of Mainland Chinese students in a Hong Kong University. *System*, 76, 158-169.
- Dörnyei, Z. (2002). The motivational basis of language learning tasks. *Individual differences and instructed language learning*, 2, 137-158.
- Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: construction, administration*. New York, USA: Routledge.
- Dörnyei, Z. (2020). *Innovations and challenges in language learning motivation*. Routledge.
- Ellis, N. C. (2008). The dynamics of second language emergence: Cycles of language use, language change, and language acquisition. *The modern language journal*, 92(2), 232-249.
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of advanced nursing*, 62(1), 107-115.

- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE open*, 4(1), 2158244014522633.
- Ely, C. M. (1986). Language learning motivation: A descriptive and causal analysis. *The Modern Language Journal*, 70(1), 28-35.
- Erickson, F. (1986). Culture difference and science education. *The Urban Review*, 18(2), 117-124.
- Fadilah, E. (2018). Perception, Motivation And Communicative Self- Confidence Of Indonesian Students On Willingness To Communicate In L2 By Using Facebook. *JEELS (Journal of English Education and Linguistics Studies)*, 5(1), 23-48.
- Fraenkel, J. R., & Wallen, W. E. (2000). How to design and evaluate educational research.
- Freiermuth, M. R., & Ito, M. F. (2020). Seeking the source: The effect of personality and previous experiences on university students' L2 willingness to communicate. *Learning and Motivation*, 71, 101640.
- Gardner, R. C., Lalonde, R. N., & Moorcroft, R. (1985). The role of attitudes and motivation in second language learning: Correlational and experimental considerations. *Language learning*, 35(2), 207-227.
- Garson, G. D. (2012). Testing statistical assumptions. *Asheboro, NC: Statistical Associates Publishing*.
- George, D., & Mallery, P. (2003). Reliability analysis. *SPSS for Windows, step by step: a simple guide and reference, 14th edn. Boston: Allyn & Bacon*, 222- 232.
- Graneheim, U. H., & Lundman, B. (2004). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. *Nurse education today*, 24(2), 105-112.
- Goldfeld, S. M., & Quandt, R. E. (1965). Some tests for homoscedasticity. *Journal of the American statistical Association*, 60(310), 539-547.
- Guildford, J. P. (1973). *Fundamental Statistics in Psychology and Education* (5th ed.). New York: McGraw-Hill.
- Hashimoto, Y. (2002). Motivation and willingness to communicate as predictors of reported L2 use: The Japanese ESL context. *University of Hawai'i Second Language Studies Paper 20* (2).
- Herbert, W., Seliger, H. W., Shohamy, E. G., & Shohamy, E. (1989). *Second language research methods*. Oxford University Press.

- Hodis, G. M., & Hodis, F. A. (2021). Examining motivation predictors of keycommunication constructs: An investigation of regulatory focus, need satisfaction, and need frustration. *Personality and Individual Differences, 180*, 110985.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal, 70*(2), 125-132.
- Ivanov, Michael; Werner, Paul D. (2010). "Behavioral communication: Individual differences in communication style". *Personality and Individual Differences, 49*: 19–23.
- Ismail, L., Rahman, F. A., Othman, M., & Ahmad, N. (2020). The Effectiveness of Using a Tracker Chart to Enhance Willingness to Communicate among ESL Learners in a Philosophical Inquiry Classroom Discussion. *Pertanika Journal of Social Sciences & Humanities, 28*.
- Jiaxin, Z. (2018, December). A Study on Chinese Students' WTC Inside the Classroom Under the Influences of Situational Variable. In *5th International Conference on Education, Language, Art and Inter-cultural Communication (ICELAIC 2018)* (pp. 194-197). Atlantis Press.
- Jahedi, M., & Ismail, L. (2020). Factors Affecting ESL Students' Willingness to Communicate in English Classroom Discussions and Their Use of Linguistic Strategies. *Universal Journal of Educational Research, 8*(8), 3360-3370.
- Johnson N, Christensen JW.2008. Mixed methods. In: J. Heigham & R. A. Croker (Eds), *Qualitative research in applied linguistics: a practical introduction* (pp. 135–164). Hampshire, UK: Macmillan Publishers.
- Kamarudin, H., Malek, N. A. A., Mohamed, W. N. W., & Ayub, S. A. A. (2021). THE RELATIONSHIP BETWEEN SELF-PERCEIVED COMMUNICATIVE COMPETENCE AND DEMOTIVATION. In *E-PROCEEDINGS* (p. 681).
- Khoiriyah, F., & Ciptaningrum, D. S. (2020, August). The Relationship Between Willingness to Communicate and English Language Proficiency. In *1st International Conference on Language, Literature, and Arts Education (ICLLAE 2019)*(pp. 112-117). Atlantis Press.
- Khosravani, M., Khoshsima, H., & Mohamadian, A. (2020). On the Effect of Flipped Classroom on Learners' Achievement, Autonomy, Motivation and WTC: Investigating Learning and Learner Variables. *Journal of English Language Teaching and Learning, 12*(25), 175-189.
- Kementerian Pendidikan Malaysia (2014). *Dasar Memartabatkan Bahasa*
- Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.

- Kruk, M. (2019). Changes in self-perceived willingness to communicate during visits to Second Life: A casestudy. *The Language Learning Journal*, 1-11.
- Kruk, M. (2021). Empirical Investigations into WTC, Motivation, Language Anxiety and Boredom in Traditional and Digital Contexts. In *Investigating Dynamic Relationships Among Individual Difference Variables in Learning English as a Foreign Language in a Virtual World* (pp. 31-60). Springer, Cham.
- Kvale, S. (1996). The 1,000-page question. *Qualitative inquiry*, 2(3), 275-284.
- Le, P. M., & Huong, P. T. M. (2019, August). Factors affecting students' willingness to communicate in English classroom. In *VietTESOL International Convention 2019*.
- Lee, J. H. (2018). The effects of short-term study abroad on L2 anxiety, international posture, and L2 willingness to communicate. *Journal of Multilingual and Multicultural Development*, 39(8), 703-714.
- Lenth, R. V. (2001). Some practical guidelines for effective sample size determination. *The American Statistician*, 55(3), 187-193.
- Liu, N. F., & Littlewood, W. (1997). Why do many students appear reluctant to participate in classroom learning discourse?. *System*, 25(3), 371-384.
- Lincoln, Y. S., & Guba, E. S. 2001. Ethics: The failure of positivist science. In N. K. Denzin & Y. S. Lincoln (Eds.), *The American tradition in qualitative research* (pp. 92-107). London: Sage Publications
- Lo, Y. Y. (2018). The ESL teachers' willingness to communicate in English. *Indonesian Journal of Applied Linguistics*, 7(3), 594-603.
- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). New York: Academic Press.
- MacIntyre, P. D., & Gardner, R. C. (1991). Language anxiety: Its relationship to other anxieties and to processing in native and second languages. *Language learning*, 41(4), 513-534.
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language learning*, 44(2), 283-305.
- MacIntyre, P. D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of language and social psychology*, 15(1), 3-26.
- MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545-562.

- MacIntyre, P. D., Babin, P. A., & Clément, R. (1999). Willingness to communicate: Antecedents & consequences. *Communication Quarterly*, 47(2), 215-229.
- MacIntyre, P. D., MacMaster, K., & Baker, S. C. (2001). The convergence of multiple models of motivation for second language learning: Gardner, Pintrich, Kuhl, and McCroskey. *Motivation and second language acquisition*, 461-492.
- MacIntyre, P. D., Clément, R., & Donovan, L. A. (2002, October). Willingness to communicate in the L2 among French immersion students. In *second language research Forum, Toronto*.
- MacIntyre, P., Baker, S., Clément, R., & Donovan, L. (2003). Talking in order to learn: Willingness to communicate and intensive language programs. *Canadian Modern Language Review*, 59(4), 589-608.
- MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The modern language journal*, 91(4), 564-576.
- Mandić-Rajčević, S., & Colosio, C. (2019). Methods for the identification of outliers and their influence on exposure assessment in agricultural pesticide applicators: A proposed approach and validation using biological monitoring. *Toxics*, 7(3), 37.
- Mansfield, E. R., & Helms, B. P. (1982). Detecting multicollinearity. *The American Statistician*, 36(3a), 158-160.
- Masgoret, A-M., and Robert C. Gardner. "Attitudes, motivation, and second language learning: a meta-analysis of studies conducted by Gardner and associates." *Language learning* 53.1 (2004): 123-163.
- McCroskey, J. C., & Baer, J. E. (1985). Willingness to communicate: The construct and its measurement.
- McCroskey, J. C. (1992). Reliability and validity of the willingness to communicate scale. *Communication Quarterly*, 40(1), 16-25.
- Mei-Hui, C. H. E. N. (2018). "It Encourages Me to Keep Talking": Enhancing L2 WTC Behavior and Oral Proficiency Through a HOT Approach. *Education Journal*, 46(1), 117-142.
- Meriam, S. B. 1998. *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.
- Miles, M. B., & Huberman, A. M. 1994. *Qualitative data analysis: An expanded sourcebook (2nd ed.)*. Thousand Oaks: Sage Publications.
- Ministry of Education Malaysia (2013). Malaysia Education Blueprint. 2013-2025.

- Mordkoff, J. T. (2016). The assumption (s) of normality. *Dostupno na: goo. gl/g7MCwK (Pristupljeno 27.05. 2017.)*.
- Morgan DL. Practical strategies for combining qualitative and quantitative methods: Applications to health research. *Qualitative Health Research*. 1998;8:362–376.
- Morrice, L., Tip, L. K., Collyer, M., & Brown, R. (2019). ‘You can’t have a good integration when you don’t have a good communication’: English-language learning among resettled refugees in England. *Journal of Refugee Studies*.
- Morse, J. M. (1991). Approaches to qualitative-quantitative methodological triangulation. *Nursing research*, 40(2), 120-123.
- Morse, J. M. (1994). Designing qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative inquiry* (pp. 220-235). Thousand Oaks, CA: Sage.
- Nakata, Y. (2006). *Motivation and experience in foreign language learning*. Peter Lang.
- New Straits Times, 23rd November 1993. English at tertiary level. Kuala Lumpur: New Straits Times Publications Ltd.
- Oxford, R. and J. Shearing (1994). Language learning motivation: expanding the theoretical framework. *The Modern Language Journal* 78 (1), 12-28.
- Oxford, R. L. (1997). Cooperative learning, collaborative learning, and interaction: Three communicative strands in the language classroom. *The modern language journal*, 81(4), 443-456.
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. Routledge.
- Pavlenko, A., & Lantolf, J. P. (2000). Second language learning as participation and the (re) construction of selves. *Sociocultural theory and second language learning*, 155, 177.
- Peng, J. E. (2007). Willingness to communicate in an L2 and integrative motivation among college students in an intensive English language program in China. *University of Sydney papers in TESOL*, 2(1), 33-59.
- Pillai, S., & Ong, L. T. (2018). English (es) in Malaysia. *Asian Englishes*, 20(2), 147-157.
- Pintrich, P. R., Smith, D. A. F., Garcia, T., & McKeachie, W. J. (1991). A manual for the use of the Motivated Strategies for Learning Questionnaire (Technical Report 91-B-004). *The Regents of the University of Michigan*.

- Rayah, R. A., Jafre, N. A. M., Husain, N. A., & Nawawi, W. R. W. M. (2018). Attitude and motivation in spoken English among semester 4 students in a Malaysian Polytechnic-a correlational study. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 4(2), 100-107.
- Reid, J., 1998. *Understanding Learning Styles in the Second Language Classroom*. Prentice Hall Regents Upper, Saddle River, NJ.
- Ryan, R., & Deci, E. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Saadat, U., & Mukundan, J. (2019). Perceptions of Willingness to Communicate Orally in English among Iranian PhD Students. *International Journal of Applied Linguistics and English Literature*, 8(4), 31-44.
- Saidi, S. B. (2018). *Willingness to communicate in English among Malaysian undergraduates: An identity-based motivation perspective* (Doctoral dissertation, University of York).
- Saidi, S. B. (2020). Willingness to Communicate in English among non-English Major Malaysian Undergraduates. *Kresna Social Science and Humanities Research*, 1, 1-6.
- Saunders, M; Lewis, P; Thornhill, A (2012). *Research Methods for Business Students* (6th ed.).
- Syed, H., Kuzborska, I., & Tarnopolsky, O. (2019). Understanding the nature of variations in postgraduate learners' willingness to communicate in English. *Cogent Education*, 6(1), 1606487.
- Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education*, 48(6), 1273-1296.
- Tan, K. E., Abdullah, M. N. L. Y., Abdullah, A., Ahmad, N., Phairot, E., Jawas, U., & Liskinasih, A. (2020) INDONESIAN, MALAYSIAN AND THAI SECONDARY SCHOOL STUDENTS' WILLINGNESS TO COMMUNICATE IN ENGLISH. *Malaysian Journal of Learning and Instruction*, 17(1), 1-24.
- Tossavainen, T., Rensaa, R. J., & Johansson, M. (2021). Swedish first-year engineering students' views of mathematics, self-efficacy and motivation and their effect on task performance. *International Journal of Mathematical Education in Science and Technology*, 52(1), 23-38.
- Ushioda, E., & Dörnyei, Z. (2011). *Teaching and researching: Motivation*. Pearson Education.
- Vgot, W. P. (1999). *Dictionary of Statistic and Methodology*.

- Vygotsky LS. 1978. *Mind in society*. Cambridge: Harvard University Press.
- Wajnryb, R. (1992). *Classroom observation tasks: A resource book for language teachers and trainers*. Cambridge University Press.
- Weaver, C. (2005). Using the Rasch model to develop a measure of second language learners' willingness to communicate within a language classroom. *Journal of Applied Measurement*, 6(4), 396.
- Weda, S., Atmowardoyo, H., Rahman, F., Said, M. M., & Sakti, A. E. F. (2021). Factors Affecting Students' Willingness to Communicate in EFL Classroom at Higher Institution in Indonesia. *International Journal of Instruction*, 14(2), 719-734.
- Xie, Q. M. (2011). *Willingness to communicate in English among secondary school students in the rural Chinese English as a foreign language (EFL) classroom* (Doctoral dissertation, Auckland University of Technology).
- Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal*, 86(1), 54-66.
- Zhang, J., Beckmann, N., & Beckmann, J. F. (2018). To talk or not to talk: A review of situational antecedents of willingness to communicate in the second language classroom. *System*, 72, 226-239.
- Zimmerman, B. J. (1986). Becoming a self-regulated learner: Which are the key subprocesses?. *Contemporary educational psychology*, 11(4), 307-313.
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary educational psychology*, 25(1), 82-91.
- Zulkepli, N., Madzlan, N. A., Kesevan, H. V., Tajuddin, S. N. A. A., & Zulkepli, N. (2020). L2 motivational self system as predictors of in-class and out-of-class willingness to communicate in a multicultural context. *The Asian EFL Journal Quarterly*, 79.
- Zulkepli, N. (2020). L2 motivational self-system as predictors of out-of-class willingness to communicate. *Dil ve Dilbilimi Çalışmaları Dergisi*, 16(4), 1898-1908.

BIODATA OF STUDENT

Kho Ai Siok was born in Sarawak, Malaysia. She is currently an English teacher in a secondary school in Penang, Malaysia. Her interest in knowing more about the factors that caused students' unwillingness to communicate in English had brought her to do the research on the subject. She hopes one day to return back to her hometown to serve the weaker students there in communicating in English in order to be get employment in the competitive global world.



PUBLICATION

Kho-Yar, A. S., Rafik-Galea, S., & Kho, E. A. H. (2018). Willingness to communicate in English among ESL undergraduates in Malaysia. *Journal of Cognitive Sciences and Human Development*, 4(1), 28-34.

